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ABSTRACT

The first of a three-volume course in Chad Arabic, principally developed for those seeking to acquire proficiency in speaking and comprehension, emphasizes the passive recognition of linguistic features of the target language. It is suggested for use in intensive training programs of no longer than three weeks' duration. This phase of the course consists of 60 brief units of work each having two parts which deal with brief grammatical explanations and illustrations of the point under consideration, and a comprehension section requiring the student to listen to an instructor or a tape and write the information asked for. In this volume, the comprehension work consists of various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course. For the companion documents see FL002470 and FL002472. (RL)

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BASIC CHAD ARABIC

The

Pre-Speech Phase

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INTRODUCTION

The aim of this basic course in Chad Arabic is to help the student speak the language and understand it when spoken by natives. The course is divided into two main parts: the Pre-Speech Phase and the Active Phase. The Comprehension part (which is a separate booklet) is to be used only as a teacher's handbook, since the purpose of comprehension may be defeated if the texts are available to the student.

The Pre-Speech Phase consists of sixty units numbered PS1, PS2, PS3, etc. A typical Pre-Speech unit has two parts: Notes and Comprehension. The Notes deal with brief grammatical explanations and illustrations of the point under consideration. The Comprehension involves listening to an instructor or a tape and writing down the information asked for. In this phase the comprehension consists of various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course.

The Pre-Speech Phase emphasizes the passive recognition of the language rather than active participation in it. This gives the student some feel of the language as a whole, which is a desirable background for active participation in it. It is suggested that the Pre-Speech Phase be covered quickly in no more than three weeks of intensive study. However, it is up to the teacher's discretion to use it or not, to use it as a whole before starting on the Active Phase, or to use it in parts before a group of Active units. The plan of the course is flexible enough to allow for different approaches.

The Active Phase forms the main bulk of the course. It contains forty-five units numbered A1, A2, A3, etc., and two appendices. Appendix A contains thirty-five supplementary dialogs (SD) dealing with situations which the student is likely to encounter among native speakers of Chad Arabic. These dialogs are arranged under a variety of situational topics, and no attempt was made at controling the presentation of their grammatical structures. Consequently, it is assumed that these dialogs will be most useful if studied after covering the Active Phase and hopefully gaining insight into the basic system of the language. Appendix B contains eight stories recorded as told by a Chad Arabic speaker. They can be read by the students on their own or by the instructor in class. Some notes are provided at the end of each story to give the meaning of new vocabulary items or to explain idioms and structures not encountered before. The English translation of these stories (as well as other texts in this course) is literal enough to keep the linguistic flavor of Chad Arabic and free enough to render a readable English text. Such a compromise is difficult to achieve and the result may be awkward at times, but the emphasis here was placed on helping the student understand the Arabic structure as well as the general meaning of the stories. Hence, the literary merit of the translation had to be sacrificed.

A typical Active unit consists of the following four parts:

I. Dialog
II. Notes
III. Dialog Variations
IV. Comprehension

The Dialog in each unit consists of four or five lines in which new vocabulary and structures are introduced. This basic dialog is to be drilled in class and memorized by the students. The dialog contains the basic grammatical point or points to be dealt with in the unit.

The Notes are usually based on the dialog, but they draw on other examples to illustrate and explain certain grammatical points. These notes are brief and cover only the important structures which are thought to be basic to learning Chad Arabic.

The Dialog Variations, as the name implies, are variations on the basic dialog which is the first part of each unit. New vocabulary and grammatical structures related to the unit are introduced in the first three dialogs of this section: D1, D2 and D3. D4 is an "open-ended" dialog which serves the purpose of drilling the patterns under consideration. Here the instructor is free to add to the list of words which fit into the blanks provided, thus allowing for a maximum amount of practice of certain structures.

The last part of each unit is the Comprehension part. Here the students listen to a text or a dialog and answer questions about it in English or in Chad Arabic. The ability to understand a language is a very important part of learning it. Thus the comprehension texts become longer and more difficult as progress is made through the course.

The Active Phase, unlike the Pre-Speech Phase which precedes it, emphasizes active participation in the language. This active participation involves two major activities: imitation and induction of the structure.

Imitation is a series of attempts at approaching a model which, in the case of language learning, is the speech of a native. The main aim of imitation is forming the articulatory habits of the language to be learned. This is a task which is more difficult for adults to accomplish than for children, who are more receptive to forming new habits. But since all the sentences of a language cannot be memorized, or even counted, the system of the language must be induced by the learner. A knowledge of the system is what enables a speaker of a language to produce new sentences and understand sentences never heard before. This creativity in the use of language is possible only to people who have induced and internalized the structure of a certain language. Children possess an extraordinary ability to induce the structure of their language even when it is thrown at them at random. For a number of reasons, people seem to lose this ability as they grow older. Hence, adults need to be given the rules according to which the system of a language operates. The units in this phase provide an imitation model through dialogs, and a model of the structure to be induced through grammatical explanations and comprehension exercises.

Learning a new language is an exciting but difficult task which requires much time and practice. We hope that this course will at least provide a solid basis in Chad Arabic upon which the student can build toward a mastery of the language.

Samir Abu Absi
Indiana University
July, 1968

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PS 1. Basic Consonants and Vowels

Notes:

A number of Chad Arabic consonant sounds are similar to English consonant sounds and should not be difficult to learn. Below is a list of these sounds with illustrative examples from English:

b as in b<u>i</u>g

d as in <u>d</u>ay

f as in <u>f</u>an

g as in <u>g</u>o

h as in <u>h</u>ow

j as in <u>j</u>ourney

k as in <u>k</u>ing

l as in <u>l</u>et

m as in <u>m</u>eat

n as in <u>n</u>oon

s as in <u>s</u>end

š as in <u>sh</u>op

t as in <u>t</u>ea

w as in <u>w</u>ay

y as in <u>y</u>et

z as in <u>z</u>ip

The basic vowel sounds in Chad Arabic are: i, e, a, o, u. When used with consonant sounds similar to those of English they sound as follows:

i as in b<u>i</u>t

e as in b<u>e</u>t

a as in b<u>a</u>nana, b<u>u</u>t

o as in g<u>o</u>ing
u as in p<u>u</u>ll

Comprehension:

Listen to the following words and try to transcribe them:

	Transcription	Meaning
1.	_____	he went
2.	_____	good
3.	_____	only
4.	_____	I said
5.	_____	he understood
6.	_____	cheese
7.	_____	male
8.	_____	boy
9.	_____	afternoon

PS 2, Long Vowels

Notes:

A distinction between short and long vowels exists in Chad Arabic. The five basic vowels i, e, a, o, u are short vowels with long counterparts i:, e:, a:, o:, u:. Although the distinction between short and long vowels does not apply to the English sound system, the following examples illustrate what a native speaker of Arabic considers to be long vowels:

ii as in beat, feet

ee as in naiveté

aa as in fan, father

oo as in hole

uu as in pool

Comprehension:

Listen to the following words containing long vowels and transcribe them:

	Transcription	Meaning
1.	_____	people
2.	_____	rooster
3.	_____	day
4.	_____	night
5.	_____	elephant
6.	_____	market
7.	_____	up, above
8.	_____	house
9.	_____	fish
10.	_____	tea

PS 3. Non-English Consonants

Notes:

Three Chad Arabic consonants do not have any counterparts in English. The symbols used for these sounds are x, r, and ʔ.

x is similar to the German ch in 'reich'

r is similar to the Spanish r

ʔ is similar to the pronunciation of tt in the word 'bottle' in some American dialects.

Comprehension:

Listen to the following words and transcribe them:

	Transcription	Meaning
1.	_____	fear
2.	_____	brain
3.	_____	deer
4.	_____	man
5.	_____	woman
6.	_____	trees
7.	_____	question
8.	_____	hand
9.	_____	after
10.	_____	I

PS 4. Double Consonants

Notes:

Besides having the distinction between short and long vowels, Arabic also has a distinction between short and long consonants. Long consonants are called "geminate" or "double" consonants, and usually one of them ends a syllable and the other begins the following syllable.

Comprehension:

Listen to the following words containing double consonants and transcribe them:

	Transcription	Meaning
1.	_____	once
2.	_____	outside
3.	_____	shop
4.	_____	girl
5.	_____	six
6.	_____	father
7.	_____	small
8.	_____	merchants
9.	_____	God
10.	_____	a little

PS 5. Minimal Pairs

Notes:

Minimal pairs are pairs of words which differ in one sound only. In English **pet** and **pen**, **pen** and **pin**, **bit** and **beat** are examples of minimal pairs. Minimal pairs are very useful for the perception of sounds which may sound similar.

Comprehension:

Listen to the following minimal pairs and transcribe them:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

Test 1

The following words contain sounds which are close to English, as well as sounds which are peculiar to Chad Arabic. Listen to these words and transcribe them. Check your transcription with your instructor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

PS 6. "Sun" and "Moon" Consonan..

Notes:

Arabic consonants are traditionally classified into "sun" and "moon" consonants. The "sun" consonants behave like /š/ which is the first sound in the word for sun /šams/. The "moon" consonants behave like /q/ the first sound of /qamar/ which means "moon". The sun consonants are: /t, d, s, š, j, z, r, l, n/. The following words begin with "sun" consonants:

teer	bird
daar	house
salata	salad
šadar	trees
jamal	camel
zama:n	time
rajul	man
laham	meat
naar	fire

The moon consonants are: /ʔ, b, m, f, k, g, x, h, w, y/.

Following are some words which begin with "moon" consonants:

ʔum	mother
balad	country
muftaah	key
farwa	leather
kelib/kelb	dog
galam	pen
xanamay	ewe
humaar	donkey

wled/wleed	boy
yoom	day

Comprehension:

Listen to the following words and transcribe them:

	Transcription	Meaning
1.	_____	soil
2.	_____	blood
3.	_____	brother
4.	_____	soap
5.	_____	watermelon
6.	_____	boat
7.	_____	mouse
8.	_____	mirror
9.	_____	fishing rod
10.	_____	ram
11.	_____	heart
12.	_____	field
13.	_____	autumn
14.	_____	village
15.	_____	ashes
16.	_____	valley
17.	_____	yard

PS 7. The Definite Article

Notes:

The nouns in the previous lesson are all indefinite. The definite article /al/ can be added to an indefinite noun, e.g. /ʔum/, /alʔum/ 'the mother'. Nouns which begin with a "sun" consonant change the /l/ in /al/ to become identical to the first consonant of the noun, e.g. /teer/, /atteer/ 'the bird'. This is called assimilation.

Comprehension:

Listen to these words and transcribe them:

	Transcription	Meaning
1.	_____	the soil
2.	_____	the blood
3.	_____	the brother
4.	_____	the soap
5.	_____	the watermelon
6.	_____	the boat
7.	_____	the mouse
8.	_____	the mirror
9.	_____	the fishing rod
10.	_____	the ram
11.	_____	the heart
12.	_____	the field
13.	_____	the autumn
14.	_____	the village
15.	_____	the ashes
16.	_____	the valley
17.	_____	the yard

PS 8. Modified Nouns

Notes:

In Chad Arabic adjectives follow the nouns they modify. Thus the English phrase a big man has an Arabic equivalent of rajul kabiir, which is literally translated "man big".

If the noun is definite, the adjective which modifies it must also be definite. For example, the big man will have an Arabic equivalent of arrajul alkariir, literally translated as "the man big".

Comprehension:

Listen to the following phrases and try to transcribe them. Mark the ones that are definite:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 9. Gender

Notes:

All nouns in Arabic belong to two gender classes: masculine and feminine. This division has nothing to do with sex since it also pertains to inanimate nouns. The feminine masculine distinction is applied to adjectives when they modify human nouns, otherwise the masculine adjective is used with all non-human nouns. e.g. wled seme "a good boy", but bneyya semha "a good girl".

Comprehension:

Transcribe the following phrases. Mark with "F" those which have a feminine adjective.

Transcription	Meaning
1. ____________________	a generous father
2. ____________________	a generous mother
3. ____________________	a big boy
4. ____________________	the big girl
5. ____________________	a good woman
6. ____________________	a good man
7. ____________________	the tall brother
8. ____________________	a tall sister
9. ____________________	a fat camel
10. ____________________	a fat girl

PS 10. The Plural

Notes:

A noun in Chad Arabic can have three different forms depending on whether it is singular, dual, or plural. The dual will be dealt with in another section. The plural, unlike English, cannot be formed from the singualr by simple rules. The best way to learn plural forms is to memorize them as you memorize the singular forms.

Comprehension:

Listen to the following list of singular nouns and their plurals. Transcribe the plural forms.

Singular	Meaning	Plural
1. teer	bird	_____
2. beet	house	_____
3. šadraay	tree	_____
4. jamal	camel	_____
5. rajul	man	_____
6. ʔum	mother	_____
7. ʔabba	father	_____
8. šawwaafa	mirror	_____
9. yarda	yard	_____
10. dukkaan	shop	_____
11. dakar	male	_____
12. galb	heart	_____
13. yoom	day	_____
14. wled	boy	_____

PS 11. The Dual

Notes:

The plural in Arabic applies to number three and above. Number two is not a plural, it is a dual and has a different form. The dual, unlike the plural, can be formed by a simple rule. Nouns, in general, form their plural by adding e:n to the singular; feminine nouns ending in /-a/ add te:n.

Comprehension:

The following is a list of singular nouns and their dual forms. Transcribe the dual and mark the feminine with an "F".

Singular	Meaning	Dual
1. teer	bird	_____
2. beet	house	_____
3. ʔiid	hand	_____
4. marra	once	_____
5. jamal	camel	_____
6. yarda	yard	_____
7. humaar	donkey	_____
8. rijil	leg	_____
9. rajul	man	_____
10. rukub	knee	_____

PS 12. Number: Modified Nouns

Notes:

In a noun phrase, the adjective has a plural form if the noun modified is dual or plural. Again there is no simple rule for forming the plural of adjectives--they have to be memorized.

Comprehension:

Listen to the following phrases and transcribe them. Mark the plural adjectives with "P".

	Transcription	
1.	_____	a big bird
2.	_____	two big birds
3.	_____	big birds
4.	_____ or _____	spacious houses
5.	_____	tall men
6.	_____	two fat donkeys
7.	_____	thin dogs
8.	_____	two heavy keys
9.	_____	the two big boys
10.	_____	the long days

PS 13. Possessive Suffixes

Notes:

The possession of nouns (e.g. my book, your house, etc.) is done in Arabic by adding a suffix to the noun. The pronominal suffixes which signify possession are:

-i	my
-ak	your (masculine singular)
-ki/-ki	your (feminine singular)
-a	his
-ha	her
-na	our
-kum	your (plural)
-hum/-um	their (masculine)
-hinna	their (feminine)

Comprehension:

Transcribe the following possessed nouns. Write the meaning of the possessive suffix.

Transcription	Meaning
1. ____________	________
2. ____________	________
3. ____________	________
4. ____________	________
5. ____________	________
6. ____________	________
7. ____________	________
8. ____________	________
9. ____________	________
10. ____________	________

PS 14. Possessed Nouns

Notes:

Possessed nouns (i.e. nouns with possessive suffixes) never take the definite article. However, the definite article must be added to the adjective which modifies a possessed noun.

e.g.

kitaabi alkabiir	my big book
jamala assaxayyar	his small camel
beetha al?abyat	her white house

Comprehension:

Listen to the following phrases and give their meaning in English:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Test 2

The following phrases include familiar vocabulary and grammatical points covered in the previous lessons. Transcribe these phrases, then give their English translation:

	Transcription	Meaning
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

PS 15. The Construct Phrase

Notes:

The construct phrase is a possessive construction which is formed out of two nouns. The first noun (possessed) is indefinite and the second (possessor) is definite.

e.g.

kitaab alwleed	the book of the boy
loon alkursi	the color of the chair

Comprehension:

Transcribe the following construct phrases and give their meaning in English:

	Transcription	Meaning
1.	________________	________________
2.	________________	________________
3.	________________	________________
4.	________________	________________
5.	________________	________________
6.	________________	________________
7.	________________	________________
8.	________________	________________
9.	________________	________________
10.	________________	________________

PS 16. Nominal Sentences

Notes:

There are two basic types of sentences in Arabic: The verbal and the nominal. Nominal sentences have no verbs in them and they correspond to "to be" sentences in English. Nominal sentences in Chad Arabic are made up of a definite or possessed noun followed by an indefinite noun or adjective.

e.g.

atteer kabiir.	The bird is big.
ʔaxuuy wleed.	My brother is a boy.
ʔalbneyya kabiira	The girl is big.

Comprehension:

Some of the following utterances are nominal sentences and others are noun phrases. Listen and give the proper meaning in English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PS 17. Personal Pronouns

Notes:

The following personal pronouns function as subjects. The definite article is never used with these pronouns.

ʔana	I
ʔinta/ʔinte	you (m. s.)
ʔinti	you (f. s.)
huu	he
hii	she
ʔaniina	we
ʔintu/ʔintum	you (pl.)
human	they (m. & f.)
hinna (rare)	they (f.)

Comprehension:

Listen to the following sentences and give the proper English translation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

PS 18. Negation of Nominal Sentences

Notes:

Nominal sentences form their negative by adding /maa/ 'not' after the noun phrase which contains the subject.

e.g.

ʔana maa **kabiir.**	I am not big.
alwleed **alkabiir** maa kariim.	The big boy is not generous.

Comprehension:

Some of the following sentences are positive statements and other are negative. Listen and identify the sentences by writing 'P' or 'N' for positive and negative respectively.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

PS 19. Interrogation of Nominal Sentences

Notes:

Questions are formed out of nominal sentences by adding /walla/ 'or' at the end of the sentence.

e.g.

alwleed kabiir walla?	Is the boy big?
ʔana kariim walla?	Am I generous?

Comprehension:

Listen to the following sentences. Write 'Q' after the number if the sentence is a question; write 'S' if it is a statement.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

PS 20. Interrogation plus Negation

Notes:

Nominal sentences can combine negation and interrogation (PS 18 and 19).

e.g.

alwleed maa kabiir walla?	Isn't the boy big?
?ana maa kariim walla?	Am I not generous?

Comprehension:

The following sentences are of four different kinds: declarative statements, negative statements, questions, and negative questions. Listen to these sentences and give their meaning in English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 21. Past Nominal Sentences

Notes:

Two words /zamaan/ and /kaan/ are used after the subject to express the past tense of nominal sentences.

e.g.

alwleed zamaan kariim.	The boy was generous.
alwleed kaan kariim.	The boy was generous.

While /zamaan/ is not inflected, /kaan/ changes according to the subject, i.e. it takes a subject suffix.

Comprehension:

Tell whether the following sentences express present or past time.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Test 3

Listen to the following phrases and snetences and give their proper English translation:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 22. Prepositions

Notes:

Prepositions are used before definite and indefinite nouns to express location or direction. The following are the most common prepositions in Chad Arabic. The English glosses given do not always apply. Prepositions are very often used in an idiomatic fashion and cannot be translated out of context.

fii	in
min	from
le	to
ma'a	with
foog	above, up
tihit	under
?usut	inside, in the middle
jamb	beside

Comprehension:

Listen to the following prepositional phrases and give their meaning in English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 23. Prepositions plus Possessive Suffixes

Notes:

Prepositions are used with possessive suffixes (PS 13). In such cases, however, we very often have changes in the shape of both prepositions and suffixes. Sometimes we have two alternate forms which are acceptable. Even if you use only one form, you should be able to recognize the alternate possibilities.

Below is a list of prepositions used with different possessive suffixes.

	fii + possessive suffixes	
	singular	plural
1st per.	fii	fiina
2nd " (m)	fiik	fiikum
2nd " (f)	fiiki	fiikum
3rd " (m)	fii	fiihum
3rd " (f)	fiihi/fiiha	fiihinna

	min + possessive suffixes	
	singular	plural
1st per.	minni	minnina
2nd " (m)	minnak	minnukum
2nd " (f)	minnik/minniki	minnukum
3rd " (m)	minhu	minnum
3rd " (f)	minhi/minha	minhinna

	le + possessive suffixes	
	singular	plural
1st per.	ley	leena
2nd " (m)	leek	leekum
2nd " (f)	leeki	leekum
3rd " (m)	leehu	leehum/leem
3rd " (f)	leehi	leehinna/leem

ma?a + possessive suffixes

	singular	plural
1st per.	ma?i/ma?aay	ma?ana
2nd " (m)	ma?ak	ma?aakum
2nd " (f)	ma?aaki	ma?aakum
3rd " (m)	ma?ahu	ma?aahum
3rd " (f)	ma?ahi	ma?aahum

foog + possessive suffixes

	singular	plural
1st per.	foogi	foogna
2nd " (m)	foogak	foogkum
2nd " (f)	foogki	foogkum
3rd " (m)	fooga	fooghum
3rd " (f)	fooga	fooghum

tihit + possessive suffixes

	singular	plural
1st per.	tihti	tihitna
2nd " (m)	tihtak	tihitkum
2nd " (f)	tihtik	tihitkum
3rd " (m)	tihta	tihithum
3rd " (f)	tihta	tihithum

?usut + possessive suffixes

	singular	plural
1st per.	?usti	?usutna
2nd " (m)	?ustak	?usutkum
2nd " (f)	?usutki	?usutkum
3rd " (m)	?usta	?usuthum/?ustum
3rd " (f)	?usta	?usuthum/?ustum

jamb + possessive suffixes

	singular	plural
1st per.	jambi	jambina
2nd " (m)	jambak	jambakum
2nd " (f)	jambik	jambakum
3rd " (m)	jamba	jambahum/jambum
3rd " (f)	jamba	jambahum/jambum

Comprehension:

Listen to the following prepositions used with possessive suffixes. Give the proper English translation:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

49. _____

PS 24. Demonstratives

Notes:

Demonstratives in Chad Arabic are distinguished according to number and gender. This is unlike the English demonstrative pronouns which are distinguished according to number only. The usage of this and these to denote something here as opposed to that and those to denote something there is similar in both English and Arabic. Following are the Arabic demonstratives:

		singular	plural
	(m)	daa	dool
this	(f)	dii	deel
	(m)	daak	doolaak/doolak
that	(f)	diik	deelaak/deelak

Comprehension:

Give the English meaning of the following sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 25. Interrogative Pronouns

Notes:

The following interrogative pronouns are used to ask questions for which a yes or no answer cannot be given.

šunu	what
yaatu	who, whom, what
ween	where
mata	when
ween/weenu	which
keef/kikeef	how
kam	how much, how many
maala	why

Examples:

šunu ʔusumki?	What is your (f s) name?
maala saʔalt?	Why did you ask?
mata jaa?	When did he come?
keef jilidkum?	How are you (pl)?
yaatu ʔaxuuk?	Who is your (m s) brother?

Comprehension:

Listen to the following questions. Transcribe them and give their meaning.

	Transcription	Meaning
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

7. _____ _____

8. _____ _____

9. _____ _____

10. _____ _____

PS 26. The Relative Pronoun

Notes:

There is only one relative pronoun in Chad Arabic which corresponds to who, whom, that, and which. This pronoun is /al/ and is used with nouns, adjectives and verbs regardless of number and gender.

e.g.

alwleed al?axuuy.	The boy who is my brother.
alkursi al?ahmar.	The chair which is red.
arrajul aljaa.	The man who came.
almara alhine.	The woman who is here.

Comprehension:

Give the English translation of the following relative clauses:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PS 27. Possessive Constructions

Notes:

One way of showing possession in Chad Arabic is the "construct phrase" (PS 15). Another way is the use of the preposition /hana/ to form phrases like /alkitaab hana alwled/ which means "The book of the boy". This has the same meaning as /kitaab alwled/.

Since /hana/ is a preposition, it can also take different possessive suffixes as mentioned in (PS 23). When /hana/ is attached to different possessive suffixes the following forms result:

	singular	plural
1st per.	hanaay	hanaana
2nd " (m)	hanaak	hanaakum
2nd " (f)	hanaaki	hanaakum
3rd " (m)	hanaaw/hanaahu	hanaahum/hanaahuman
3rd " (f)	hanaahi/hanahii	hanaahum/hanaahuman

Comprehension:

Translate the following possessive phrases into English:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Test 4

Give the English meaning of the following phrases and sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PS 28. Past C-C-C Verbs

Notes:

The past tense is the basic form of Chad Arabic verbs, and from it other verbal forms can be derived.

Arabic words in general, and especially verbs, are formed from a root consisting of consonants which convey the basic meaning. Most verbs contain three consonants, even though some of them may have two or four. The three consonants (C-C-C) convey the general meaning, while the vowels in between, as well as suffixes and prefixes convey the grammatical meaning. For instance, the root š-r-b has the general meaning of drinking. When we add vowels inbetween the consonants to form a word /širib/, we give it the meaning "he drank". The vowels tell us that the verb is in the past tense, that the subject is singular, and that the subject is a third person masculine.

The past tense of most C-C-C verbs is formed by inserting i, a, u between the consonants.

Comprehension:

Listen to the following verbs and transcribe them:

Transcription	Meaning	Transcription	Meaning
1. _____	he drank	6. _____	he entered
2. _____	he hit	7. _____	he wore
3. _____	he wrote	8. _____	he passed
4. _____	he understood	9. _____	he laughed
5. _____	he slept	10. _____	he threw

PS 29. Past Subject Suffixes

Notes:

Verbs in the past tense indicate the person as well as the number and gender of the subject. This is done by suffixing subject markers to the verb. The subject suffixes are:

-t/-ta	I
-ta	you (m)
-ti	you (f)
-a	he
-at	she
-na	we
-tu	you (pl)
-o	they

Following is the verb /širib/ with the different subject suffixes attached to it:

širibt	I drank
širibta	you (m) drank
širibti	you (f) drank
širib	he drank
širibat	she drank
širibna	we drank
širibtu	you (pl) drank
širibo	they drank

Comprehension:

Listen to the following verbs and transcribe them:

	Transcription	Meaning
1.	_____	I drank
2.	_____	you (m s) drank
3.	_____	he wrote
4.	_____	you (f s) wrote
5.	_____	you (pl) understood
6.	_____	we understood
7.	_____	she laughed
8.	_____	they laughed
9.	_____	she entered
10.	_____	he entered
11.	_____	we slept
12.	_____	you (pl) slept
13.	_____	they slept

PS 30. Present C-C-C Verbs

Notes:

The present tense of C-C-C verbs is -CCVC- when no subject suffix is added and -CVCC- when a subject suffix is present. V stands for any vowel which is found between the root consonants. For example, the root š-r-b will have šr-V-b if there is no suffix and š-V-rb if there is a suffix.

Comprehension:

Predict the present form of the following roots:

root	with suffix	without suffix
1. d-r-b	_____	_____
2. f-h-m	_____	_____
3. r-g-d	_____	_____
4. m-r-g	_____	_____
5. d-h-k	_____	_____
6. z-g-l	_____	_____
7. l-b-s	_____	_____
8. d-x-l	_____	_____

PS 31. Present Subject Affixes

Notes:

In the present tense the number, person and gender of the subject are indicated by a set of affixes. The prefixes attached to the stem indicate the person while the suffixes indicate the number or the gender. Below are the affixes which are used with the verb: V stands for any vowel.

	singular	plural
1st per.	nV-	nV- -u
2nd " (m)	tV-	tV- -u
2nd " (f)	tV- -i	tV- -u
3rd " (m)	yV-	yV- -u
3rd " (f)	tV-	yV- -u

Below is the root š-r-b in the present with different subject affixes:

	singular	plural
1st per.	našrab	našarbu
2nd " (m)	tašrab	tašarbu
2nd " (f)	tašarbi	tašarbu
3rd " (m)	yašrab	yašarbu
3rd " (f)	tašrab	yašarbu

Comprehension:

Listen to the following verbs and give their meaning in English:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

PS 32. Imperative C-C-C Verbs

Notes:

The imperative form of C-C-C verbs is the same as that of the present tense: -CCVC- or -CVCC-. The prefix is always ʔV-. The suffixes are zero, -i and -u for third person masculine singular, third person feminine singular, and third person plural respectively. e.g.

ʔašrab	drink (m)
ʔašarbi	drink (f)
ʔašarbu	drink (pl)

Comprehension:

Listen to the following imperative forms. Give their meaning in English and identify the person addressed as "M", "F", or "P" i.e. masculine, feminine, or plural:

	Meaning	Person		Meaning	Person
1.	_____	_____	10.	_____	_____
2.	_____	_____	11.	_____	_____
3.	_____	_____	12.	_____	_____
4.	_____	_____	13.	_____	_____
5.	_____	_____	14.	_____	_____
6.	_____	_____	15.	_____	_____
7.	_____	_____	16.	_____	_____
8.	_____	_____	17.	_____	_____
9.	_____	_____	18.	_____	_____

PS 33. Negation of Verbs

Notes:

To negate a verb add /maa/ in front of it. e.g.

huu maa širib. He did not drink.

maa nadhak. I do not laugh.

To negate the imperative add /maa/ to the present form of the verb. e.g.

maa tadhak. Do not laugh.

but not maa ?adhak.

Comprehension:

Give the meaning of the following sentences in English:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 34. <u>Past W-C-C Verbs</u>

Notes:

In addition to the C-C-C verbs there are some verbs which contain what is called a "weak" consonant. The weak consonants in Arabic are /w/ and /y/. The <u>W</u> stands for the weak consonant in the verbs whose root is W-C-C. These verbs behave differently from the C-C-C verbs. However, the past tense of this class of verbs is not different from the regular pattern. Thus /w-g-d/ and /w-l-d/ have the past forms /wagad/ 'he lit' and /wilid/ 'he was born'.

Comprehension:

Transcribe the following verbs and identify the subject suffixes:

	Transcription	Suffix
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________
6.	____________	____________
7.	____________	____________
8.	____________	____________
9.	____________	____________

PS 35. Present and Imperative W-C-C Verbs

Notes:

The present and imperative forms of W-C-C verbs have the form -WCVC-. The root /w-s-l/ "to arrive", for example, is conjugated in the following manner:

Present	Imperative
nawsal	ʔawsal
tawsal	ʔawsali
tawsali	ʔawsalu
yawsal	
tawsal	
nawsalu	
tawsalu	
yawsalu	

Comprehension:

Listen to the following verbs and give their meaning in English:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

PS 36. Past C-W-C Verbs

Notes:

This class of verbs has a weak consonant in the middle and contains roots like /g-w-l/ "say" and /s-y-r/ "walk". If the weak consonant is a w, the form of the past tense will be CuC--; and if the weak consonant is a y, the form will be CiC--. Thus, after suffixing the subject markers, we get forms like /gulna/ "we said" and /sirtu/ "you walked".

In the third person we get the forms Ca:C-: e.g.

saar	he walked
šaalat	she picked up
gaalo	they said

Comprehension:

Transcribe the following verbs and identify the subject suffixes:

Transcription	Suffix
1. ________	________
2. ________	________
3. ________	________
4. ________	________
5. ________	________
6. ________	________
7. ________	________
8. ________	________
9. ________	________
10. ________	________
11. ________	________
12. ________	________
13. ________	________

PS 37. Present and Imperative C-W-C Verbs

Notes:

The form of C-W-C verbs in the present is -Cu:C- if the middle consonant is a w, and -Ci:C- if the middle consonant is a y. Thus for /g-w-l/ we get the form /gu:l/ and for /s-y-r/ we get /si:r/. The imperative of these verbs takes no prefix. The subject suffixes are the same as before.

Comprehension:

Listen to the following verbs and give their proper English translation:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

PS 38. Past C-C-W Verbs

Notes:

Verbs whose final consonant is weak usually take the form CVCV-- in the past, but it is difficult to predict what the vowels are. Notice that the vowel is lengthened before certain suffixes as in the examples below:

/m-š-y/ 'walk'	/l-g-y/ 'find'
mašeet	ligiit
mašeet	ligiit
mašeeti	ligiiti
maša	ligiya/liga
mašat	ligiyat/ligat
mašeena	ligiina
mašeetu	ligiitu
mašo	ligyo/ligo

Comprehension:

Transcribe the following verbs and identify the subject suffixes. The roots of these verbs are /b-d-y/ 'begin', /š-r-y/ 'buy', /r-m-y/ 'throw', /g-r-y/ 'read'.

Transcription	Suffix
1. ________________	________________
2. ________________	________________
3. ________________	________________
4. ________________	________________
5. ________________	________________
6. ________________	________________
7. ________________	________________

8. _____ _____

9. _____ _____

10. _____ _____

11. _____ _____

12. _____ _____

13. _____ _____

14. _____ _____

15. _____ _____

16. _____ _____

PS 39. Present and Imperative C-C-W Verbs

Notes:

The present and imperative of this class of verbs is -CCV--. Again there is no simple way to predict what the vowel is. Following are two verbs conjugated in the present and the imperative.

	maša	ligiya
Present:	namši	nalga
	tamši	talga
	tamši	talgi
	yamši	yalga
	tamši	talga
	namšu	nalgu
	tamšu	talgu
	yamšu	yalgu
Imperative:	ʔamši	ʔalga
	ʔamši	ʔalgi
	ʔamšu	ʔalgu

Comprehension:

Listen to the following verbs and give their meaning in English:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

PS 40. Past $C_1C_2C_2$ Verbs

Notes:

This class of verbs represents verbal roots whose medial and final consonants are identical. The past tense form of these verbs is always $C_1aC_2C_2$-. However, before adding the subject suffixes of the first and second persons, ee is inserted. With the third person singular a is inserted between the verb and the suffix.

e.g. /m-d-d/ + subject suffixes.

maddeet	'I extended'
maddeet	'you (ms) extended'
maddeeti	'you (fs) extended'
madda	'he extended'
maddat	'she extended'
maddeena	'we extended'
maddeetu	'you (p) extended'
maddo	'they extended'

Comprehension:

The following verbs are derived from the roots: /l-m-m/ 'gather, meet', /h-b-b/ 'love', and /d-g-g/ 'knock'. Listen to these verbs and give their meaning in English:

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

PS 41. Present and Imperative $C_1C_2C_2$ Verbs

Notes:

The present tense form of $C_1C_2C_2$ verbs is always $-C_1VC_2C_2-$ where V is either i or u. Following is the root /m-d-d/ "to stretch or extend" as used with different subject suffixes.

Present	Imperative
nimidda	midda
timidda	middi
timiddi	middu
yimidda	
timidda	
nimiddu	
timiddu	
yimiddu	

Comprehension:

Listen to the following verbs and give their meaning. The root /s-d-d/ means 'close'.

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	12. _____

PS 42. Quadriliteral Verbs

Notes:

The verbs we dealt with so far are all "triliteral" i.e. containing three consonants. There is also a class of verbs, which is not as common, which contains four consonants in the root. Some of these verbs have identical second and third consonants $C_1C_2C_2C_3$; some have the form $C_1C_2C_1C_2$ where the first and third consonant are identical and the second and fourth consonants are also identical; and some have four different consonants $C_1C_2C_3C_4$.

The form of these verbs in the past is always CaCCaC- plus the subject suffixes: e.g. /kassarna/ "we smashed", /nagnagtu/ "you murmured".

The present and imperative forms are -CaCCiC- plus subject affixes: e.g. /šaglib/ "turn over", /nilagligu/ "we rattle".

Comprehension:

Transcribe the following verbs and identify the subject affixes:

Transcription	Affix
1. ______	______
2. ______	______
3. ______	______
4. ______	______
5. ______	______
6. ______	______
7. ______	______
8. ______	______

9. _____ _____

10. _____ _____

11. _____ _____

12. _____ _____

13. _____ _____

14. _____ _____

15. _____ _____

16. _____ _____

17. _____ _____

PS 43. "Hamza" Verbs

Notes:

This class of verbs contains "hamza" /ʔ/ as one of its consonants. If the /ʔ/ is the medial consonant the verb behaves like a C-C-C verb. If /ʔ/ is the first consonant it is deleted in the present and the imperative resulting in a long vowel. For example /ʔ-k-l/ "to eat", + /na/→ /na + ʔakul/. When the "hamza" is deleted we get /na +akul/ which is the same as /naakul/ "I eat". The final hamza is also deleted before the subject suffixes are attached.

Comprehension:

Following are the verbs /ʔ-k-l/ 'eat' and /s-ʔ-l/ 'ask' used with subject affixes. Give the meaning of these verbs in English:

1. _____ 15. _____
2. _____ 16. _____
3. _____ 17. _____
4. _____ 18. _____
5. _____ 19. _____
6. _____ 20. _____
7. _____ 21. _____
8. _____ 22. _____
9. _____ 23. _____
10. _____ 24. _____
11. _____ 25. _____
12. _____ 26. _____
13. _____ 27. _____
14. _____ 28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

37. _____

38. _____

Test 5

Transcribe the following sentences and give their meaning:

Transcription	Meaning
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________
7. ____________________	____________________
8. ____________________	____________________
9. ____________________	____________________
10. ____________________	____________________

PS 44. Expressing The Future and The Progressive

Notes:

To express the future the present form of the verb is used with some adverb of time denoting futurity. Following are some of the time expressions used for this purpose:

ʔambaakir	'tomorrow'
baʔd baakir	'after tomorrow'
subuu aljaay	'next week'
sana aljaay/sanaljaay	'next year'

To express progressive or continuous action, /gaaʔid/ is used before the verb. Thus /ʔana gaaʔid našrab/ means "I am drinking".

/gaaʔid/ is inflected for number and gender in the following manner:

/gaaʔid/ -- masculine singular

/gaaʔide/ -- feminine singular

/gaaʔidiin/ -- plural

The past progressive is expressed the same way by adding a time expression referring to the past. e.g.

ʔamis	'yesterday'
sana alfaat	'last year'

Comprehension:

Listen to the following sentences and give the proper translation of the verb in each:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

PS 45. "To Have" Nominal Sentences

Notes:

There is no equivalent for the verb have in Chad Arabic, but the idea is expressed by the preposition /ʔind/. Thus /ʔana ʔindi kitaab/ is equivalent to "I have a book" in English.

The preposition /ʔind/ can be attached to different possessive suffixes in the following manner.

ʔindi	'I have'
ʔindak	'you (ms) have'
ʔindik	'you (fs) have'
ʔinda	'he has'
ʔinda	'she has'
ʔindina	'we have'
ʔindukum	'you (p) have'
ʔindum	'they have'

To express the past idea "had", a past time expression is used.

Comprehension:

Give the meaning of the following sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

PS 46. The Active Participle

Notes:

The active participle refers to the one who "does" or "is doing". e.g. /kaatib/ is the active participle of /katab/ and it means "writer".

The active participle of C-C-C verbs has the shape CaaCiC: e.g. /kaatib/. For C-C-W verbs the form is CaaCi: e.g. /maaši/ "the one who walks". Qudriliteral verbs form their active participles according to the form CaCCaaC: e.g. /kassaar/ "the one who breaks".

Comprehension:

Transcribe the following words and guess their meaning:

	Transcription	Meaning
1.	________	________
2.	________	________
3.	________	________
4.	________	________
5.	________	________
6.	________	________
7.	________	________
8.	________	________
9.	________	________
10.	________	________

PS 47. The Passive Participle

Notes:

The passive participle denotes something which is "done". It is used as an adjective or a noun. For instance, /maktuub/ means something which is written, hence "a letter".

Verbs of the form C-C-C form their passive participles after the fashion maCCuuC : e.g. /maktuub/. The passive participle of quadriliteral verbs has the form muCaCCaC : e.g. /mukassar/ "broken".

Comprehension:

Transcribe the following words and guess their meaning:

	Transcription	Meaning
1.	________________	________________
2.	________________	________________
3.	________________	________________
4.	________________	________________
5.	________________	________________
6.	________________	________________
7.	________________	________________
8.	________________	________________
9.	________________	________________
10.	________________	________________

PS 48. Direct Object Suffixes

Notes:

The direct object pronouns in Chad Arabic are suffixes attached after the verb and the subject marker. These suffixes are very close to the possessive suffixes discussed earlier (see PS 13). Following are the direct object pronoun suffixes:

-ni	me
-ak/-k	you (m s)
-ki/-ik	you (f s)
-u/-hu	him
-a/-ha	her
-na	us
-kum	you (pl)
-um/-hum	them

Comprehension:

Listen to the following sentences and give the English translation of the direct object suffixes:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PS 49. Indirect Object Suffixes

Notes:

The indirect object suffixes are also used after the verb and the subject suffix. They are similar in shape to the preposition /lee/ "to, for" as used with possessive suffixes (see PS 23). Following are the indirect object suffixes:

-ley	to/for me
-leek	to/for you (m s)
-leeki	to/for you (f s)
-leehu/-luu	to/for him
-leehi	to/for her
-leena	to/for us
-leekum	to/for you (pl)
-lum/-leem	to/for them

Comprehension:

Listen to the following sentences and give the meaning of the indirect object suffixes:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PS 50. The Infinitive

Notes:

When a verb follows another in English, the second takes the infinitive form: e.g. "He came to see me". In Arabic the infinitive is the same as the present or the past forms. Examine the following examples and notice how they are translated in English:

jaa yišiifni.	He came to see me.
jaa šaafni.	He came and saw me.
yudoora yunuum.	He wants to sleep.
xalliina namšu.	Let us go.

Comprehension:

Give the meaning of the following sentences in English:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Test 6

Give the proper translation of the following sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 51. Adverbs

Notes:

Adverbs in Chad Arabic are used after a verb or an adjective. Below are some of the most common adverbial expressions:

Time:	fajur	morning
	gayle	afternoon
	ašiyya	evening
	ʔamis	yesterday
	ʔambaakir	tomorrow
Place:	gariib	near
	beʔiid	far

Also prepositional phrases like:

fii beet	at home
foog alkursi	on the chair

Manner:	bišeeš	slowly
	ʔajala	fast
	kwayyis	well
Degree:	šwiyya	a little, a few
	katiir	very, much

Comprehension:

Listen to the following phrases and sentences and give their meaning:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

PS 52. Conjunctions

Notes:

Conjunctions are function words which join words, phrases, or sentences in some kind of relationship. Following are some of the most common conjunctions in Chad Arabic.

wa/w/u	and
walla	or
walla ... walla	either ... or
wala	nor
wala ... wala	neither ... nor
laakin/walaakin	but

The conjunction /wa/ is sometimes reduced to /w/ in fast speech. The /w/ becomes a /u/ if it falls next to consonants.

Comprehension:

Listen to the following phrases and sentences and give the meaning of the conjunction in each:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PS 53. Cardinal Numbers I

Notes:

The numbers "one" and "two" distinguish between the feminine and the masculine even though the distinction is not always used.

waahid	one (m)
wahde	one (f)
tineen	two (m)
titteen	two (f)

The dual form (see PS 11) is sometimes used instead of expressing the word for number "two". Thus we can say /kitaab tineen/ or /kitaabeen/ "two books".

Comprehension:

Listen to the following numbers and transcribe them:

	Transcription	Meaning
1.	_____	one
2.	_____	two
3.	_____	three
4.	_____	four
5.	_____	five
6.	_____	six
7.	_____	seven
8.	_____	eight
9.	_____	nine
10.	_____	ten

PS 54. Cardinal Numbers II

Notes:

The numbers 11-19 are formed in two different ways in Chad Arabic. One way of doing it is to mention the word "ten" followed by the word for "one", "two", "three", etc. to form the number required. e.g.

ʔašara tineen ten two: i.e. twelve

ʔašara xamsa ten five: i.e. fifteen

The other way of forming numbers 11-19 is by using the suffix /-aašar/ "ten" plus the word that denotes the number which is added to ten.

Numbers 21-99 are formed by combining two words. e.g. thirty-one is /waahid wa talaatiin/ "one and thirty".

Comprehension:

Listen to the following words and transcribe them:

	Transcription	Meaning		Transcription	Meaning
1.	_____	eleven	13.	_____	fifty
2.	_____	twelve	14.	_____	sixty
3.	_____	thirteen	15.	_____	seventy
4.	_____	fourteen	16.	_____	eighty
5.	_____	fifteen	17.	_____	ninety
6.	_____	sixteen	18.	_____	one hundred
7.	_____	seventeen	19.	_____	two hundred
8.	_____	eighteen	20.	_____	one thousand
9.	_____	nineteen	21.	_____	two thousand
10.	_____	twenty	22.	_____	one million
11.	_____	thirty	23.	_____	two million
12.	_____	forty			

PS 55. Ordinal Numbers

Notes:

The ordinal number "first" distinguishes between the feminine /ʔuula/ and the masculine /ʔawwal/, though /ʔawwal/ can be used for both.

/ʔawwal/ also has the meaning "before, in the beginning".

Ordinal numbers above "tenth" are not used.

Comprehension:

Listen to the following numbers and transcribe them:

	Transcription	Meaning
1.	_____	first
2.	_____	second
3.	_____	third
4.	_____	fourth
5.	_____	fifth
6.	_____	sixth
7.	_____	seventh
8.	_____	eighth
9.	_____	ninth
10.	_____	tenth

PS 56. Fractions and Percentages

Notes:

The fractions which are commonly used in Chad Arabic are:

	nuss	one half
	tilt/tilit	one third
	ruba	one fourth
e.g.	ruba saaʔa	a quarter of an hour

To express other fractions the word /filmiyya/ "percent" is used.

e.g. ʔašara filmiyya ten percent

Comprehension:

Listen to the following phrases and give their meaning:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 57. Time Expressions

Notes:

To ask about the time the question /saaʔa kam?/ is used. The answer is /saaʔa ---/, the blank being filled with the proper time. e.g.

saaʔa ʔarba	4:00 o'clock
saaʔa ʔašara	10:00 o'clock

After the hour the minutes are given. /wa/ is used before the number of minutes "past" the hour and /ʔilla/ before the number of minutes "to" the hour. /dagaayig/ "minutes" may be mentioned after the number. e.g.

saaʔa ʔarba wa ʔašara dagaayig	4:10
saaʔa xamsa ʔilla ʔišriin	4:40

The words /rubu/, /tilt/ and /nuss/ are respectively used for 15, 20, and 30 minutes past the hour. e.g.

saaʔa waahid wa rubu	1:15
saaʔa talaata wa nuss	3:30

Comprehension:

Give the English equivalent of the following time expressions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PS 58. Weights and Measures

Notes:

This section contains words relating to weights and measures. The dual form is used with some of these words, and the plural is used with one of them. In talking about weights and measures, the number precedes the unit: e.g. /ʔašara kiilu/ "ten kilograms". Following are the most common units:

graam	gram
kiilu	kilogram, 1000 grams
toon	ton, 1000 kilograms
yarda	yard
yardateen	two yards
yardaat	yards
sentimitr	centimeter
mitr	meter, 100 centimeters
kilumitr	kilometer, 1000 meters
litr	liter

Comprehension:

Give the English equivalent of the following phrases:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

PS 59. Directions

Notes:

In Chad Arabic one cannot express the ideas of north, south, northeast, etc. as in English. Two words which express east and west respectively are: /sabaah/ "morning" and /xaarib/ "sunset" as translated literally. Following are some of the most common words used to express the concept of direction:

sabaah	east
xaarib	west
ʔiidak azzeenaay	to your right
ʔiidak alʔisraay	to your left
foog	above, up
tihit	below, down
guddaamak	before you
waraak	behind you
gariib	near
beʔiid	far

Comprehension:

Listen to the following sentences and give their meaning in English:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

PS 60. Greetings

Notes:

Following are some of the common expressions used as greetings:

salaamaleek	masculine singular
salaamaleeki	feminine singular
salaamaleekum	plural

The expression, literally translated, means "peace on you" and is used as a general form of greeting. Other expressions which are used in the same manner are:

taybiin	hope you are well
ʔaafya	good health
ʔargud biʔaafya	good night/sleep

Expressions equivalent to "how are you?" are:

keefak/keef haalak	masculine singular
keefik/keef haalik	feminine singular
keefum/keef haalkum	plural

The answer to "how are you?" is /hamdulillaah/ "thank God".

Other useful expressions are:

ʔahlan wa sahlen	welcome
maʔa salaamak	good bye (lit. with safety)
šukran	thank you
ʔafwan	for nothing

Comprehension:

Give the English equivalent of the following greetings:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Test 7

Give the English translation of the following phrases and sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____